



St Chad's CE (VA) Primary School

Inspection Report

Unique Reference Number 107549
LEA Calderdale
Inspection number 277773
Inspection dates 26 June 2006 to 27 June 2006
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Upper Green Lane
School category	Voluntary aided		Hove Edge
Age range of pupils	4 to 11		Brighouse, West Yorkshire HD6 2PA
Gender of pupils	Mixed	Telephone number	01484 712361
Number on roll	213	Fax number	01484 711638
Appropriate authority	The governing body	Chair of governors	Mr S Smith
Date of previous inspection	4 December 2000	Headteacher	Miss P Cocker

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated in a rural village near Brighouse. It is broadly average in size with almost all the pupils from the immediate locality and being from a White British background. The proportion of pupils entitled to free school meals is very low. The number with learning difficulties and/or disabilities is well below average. Attainment on entry to Reception is broadly in line with that normally expected. A new headteacher and deputy headteacher were appointed in the past two years. The school has a good reputation locally, which means there is a waiting list for places.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features and is providing satisfactory value for money. Inspection judgements agree with the school's self-evaluation for all aspects, except one. Insufficient account has been taken of pupils' achievement and the quality of teaching, both of which are satisfactory, when judging the effectiveness of leadership and management. As a result, this is also satisfactory rather than good. The curriculum is satisfactory overall with some strong elements such as the provision of extra-curricular activities; aspects such as creativity could be improved. Pupils' personal development is good and this reflects the effective quality of care, guidance and support. Attendance has been successfully maintained at a very high level for a number of years showing how much pupils enjoy coming to school. The one key issue from the last inspection has been dealt with effectively. The new headteacher, ably supported by her deputy headteacher is determined to raise standards, which has already paid off in English. The school is correctly focusing on improving the quality of teaching. As a result, the school has the good capacity to improve.

Quality and standards in the Foundation Stage are good. Overall, standards are above average throughout the school but in Years 3 to 6, standards in mathematics and science tend to be lower than in English. Whilst pupils' achievement in Years 1 to 6 is satisfactory, higher attaining pupils are not being sufficiently challenged; there is no extra provision for especially talented pupils.

The role of subject coordinators in monitoring the quality of teaching and learning is not sufficiently well developed to ensure that areas for improvement are quickly identified and acted upon. Governors are committed to the school and are successfully increasing their role in monitoring all aspects of provision. The vast majority of parents are supportive and hold the school in high regard.

What the school should do to improve further

In order to continue raising standards and pupils' achievement, particularly in mathematics and science, the headteacher, staff and governors should:

- improve the quality of teaching and learning, especially for higher attaining pupils and those with special talents
- ensure that subject coordinators are more involved in developing the curriculum and in monitoring the quality of teaching and learning so that weaknesses can be identified and good practice shared.

Achievement and standards

Grade: 3

Although standards are above average in Year 6, pupils' achievement is satisfactory when compared to their prior attainment. Progress is good in the Foundation Stage where children achieve well in all areas of their learning. Their progress in writing is a particular strength. In Years 1 and 2, they make satisfactory progress, attaining above

average standards in reading, writing and mathematics. Overall, standards by Year 2 have been significantly above average each year since 2001, apart from in mathematics in 2005 when higher attaining pupils did not do as well as expected. There is no significant difference in the performance of girls and boys.

Pupils make satisfactory progress in Years 3 to 6. They generally maintain the above average standards attained in Years 1 and 2, although test results in 2005 show that pupils in Year 6 achieved better in English than in mathematics and science. This was the case particularly for higher attaining pupils. The higher standards in English are a direct result of the school's recent strategies to improve standards. The high quality of pupils' handwriting is a strong feature in all classes. Strategies are in place to bring about improvement in mathematics, which is beginning to happen. The school is about to shift its focus correctly to improving standards and pupils' progress in science, especially for the higher attainers.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They love coming to school and this is reflected in their sustained very high levels of attendance. The quality of relationships between adults and pupils and the confident, courteous way they speak to each other have led to good behaviour and a positive atmosphere for learning. Pupils welcome opportunities to show initiative. They willingly take on responsibilities, contributing to the improvement of the school community through the active school council, 'chad's chums' and the respected 'buddy' system between Year 6 and Reception. They are given plenty of scope to suggest and implement ideas, taking great pride in the impact of their work. As one child commented, 'I feel proud that I can make a difference'.

The school's emphasis on promoting pupil's well-being gives them a good understanding of healthy lifestyle choices and they are safety conscious from an early age. Pupils are keen to make the most of what their school offers. This promotes their spiritual, moral and social development well and establishes good habits for their future lives. They are aware of the differences between religions but there is room for improvement in their understanding of different cultures.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning varies considerably but is satisfactory, overall; some good lessons and one outstanding lesson were taught during the inspection. In the vibrant Foundation Stage, the quality of teaching is good. The teacher and teaching assistant work exceptionally well as a team, ensuring all pupils make good progress. The outstanding progress Reception children make in writing reflects the quality of teaching in this area of learning.

Where teaching is most effective, challenging tasks are set which are relevant to pupils' interests. In mathematics, for example, boys and girls in Year 6 enjoyed finding all the possible half-time scores from match results in the World Cup. Good use is made of the new interactive whiteboards to engage pupils' interest in most classes. Where teaching is not as effective, higher attaining pupils are not being sufficiently challenged and teachers are not planning tasks that allow pupils to build their learning effectively. Teachers are all concentrating well on improving standards in mathematics with some success. All teachers carefully assess pupils' progress. The most effective teachers use the information well to set relevant class or group targets. However, when marking work, a few teachers are not giving pupils clear enough guidance on how they can improve. Pupils with learning difficulties and/or disabilities are generally well provided for by teachers and teaching assistants who demonstrate a good range of specialist teaching skills.

Curriculum and other activities

Grade: 3

The curriculum meets all statutory requirements. There is an appropriate emphasis on literacy, numeracy and information and communication technology (ICT), which is helping to raise standards. There are limited opportunities, however, for pupils to think creatively or develop their ideas. Activities are not always planned for pupils to make connections in their learning through different subjects, or to allow higher attaining pupils and those with specific gifts and talents to forge ahead. The school provides a very good range of enrichment opportunities that contribute well to the pupils' enjoyment, confidence and self-esteem. Discussions with pupils reveal the strong value that they place on this aspect of school life. Children in Reception are provided with an exciting, relevant curriculum, adapted to address the needs and interests of young learners. Their outdoor curriculum, whilst active and continuous, does not extend and enhance fully what is learnt indoors.

Care, guidance and support

Grade: 2

Pupils say that they feel safe and happy in school; that they trust the adults who work with them and know exactly who to turn to if they need help. Parents express very positive views about the school. They have good relationships with the teachers and this benefits their children's education.

Pupils who have a statement of special educational needs are well supported through the school's effective links with outside agencies. However, no additional support is currently provided for the very few pupils with special gifts or talents. Child protection and other care procedures are in place and vulnerable pupils are quickly identified and supported. Teachers know their pupils well, setting relevant class and group targets. Pupils are aware of these but are not always clear about 'the next steps' for them as individuals or understand what they have to do to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some strong features. The headteacher, who is proving to be an effective leader with exceptional leadership qualities, has made a tremendous difference since her appointment. Her deputy headteacher ably supports her and together they demonstrate a strong commitment to raise standards. Good procedures are in place to check on pupils' progress. The Foundation Stage is particularly well managed and this has a strong impact on how much progress pupils make. The role of subject coordinators is being successfully developed but at present, most are not sufficiently involved in monitoring the quality of teaching and learning or improving the curriculum. The school has a clear picture of its strengths and priorities for development and has the good capacity to improve further.

Governors carry out their role satisfactorily. They are supportive of the school and keen to safeguard its good reputation locally. The governors monitoring visits are not sufficiently focused on ways to raise standards and the quality of education. Resources are good. Those for ICT are impressive, having been substantially improved with a new computer room. The headteacher and her staff have the full support of parents.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We enjoyed talking to everyone and looking at your work. The things that are particularly good are:

- how well you all behave in lessons. You all seem to enjoy coming to school so much and this shows in your excellent attendance over the past few years
- the effective way your headteacher and deputy headteacher work as a team
- the good start you all have in the Reception class. We thought that some of the things you had to do like working in the 'vets surgery' was really exciting and interesting
- the good opportunities you have to learn new things in the many after-school clubs that there are for you to enjoy
- finally, we were very impressed with how well you are cared for and supported by all the staff, especially those of you who find learning some things difficult.

We are asking your headteacher, staff and governors to concentrate on improving two things in particular:

- how well you all do in lessons, especially in mathematics and science. We think some of you can manage to do even harder work in class, if it is given to you
- your teachers need to work more closely together to make sure that everything possible is being done to make your lessons better.

Thank you again for helping us with the inspection. We really enjoyed our two days with you. We hope you will all keep on enjoying school and work even harder to make sure that it keeps its good reputation.